

INTRODUCTION

Career Development Overview

The realities of the contemporary workplace and the contemporary worker have changed perceptions and uses of the concept of career. Career development is now viewed as complex and multi-dimensional, involving growing through life and work—an interweaving of learning, experiencing, living, working, changing, and identifying and discovering pathways. Thus, career development can be seen as the creation of an individual’s life/work designs.

Kindergarten to Grade 12 career development is an essential component of a student’s holistic development and can be intertwined in all subject area learning outcomes. Career development education helps students and teachers connect all learning concepts and student inquiry to the powerful ideas that will shape the rest of their lives.

Career development learning by design helps students become active learners and problem solvers. Students become strong critical thinkers, as they are encouraged to pose problems, seek answers, test solutions, and expand and extend their learning to other curriculum areas.

Transitioning to the Workplace, University, and College Overview

This course provides students with practical knowledge to help them transition successfully to the workplace after high school graduation or after completing post-secondary studies at a university, college, or private vocational institution (PVI).

Unlike most other career development courses, this one is designed for students who would benefit from a career development course that does not require any form of practical experiences, work experience, or volunteering. This way, it complements those courses that **do** contain practical experiences, work experience, or volunteering, such as Grades 9 to 12 career development, technical-vocational education (TVE), industrial arts (IA), human ecology (H. Ec.) courses, and Credit for Employment and Career Development Internship options.

Teachers are encouraged to emphasize the big ideas, general learning outcomes (GLOs), and specific learning outcomes (SLOs) that would best meet the needs and interests of their students. For example, if it seems that a significant percentage of students in the class will apply to enter university directly after graduation, then the teacher should emphasize GLO 5.5, which deals with university and academia. If students are interested in exploring the trades and apprenticeships, then the teacher should emphasize GLO 3.2 or 5.2, which deal with the accreditation process associated with specific occupations.

The learning outcomes in this curriculum have been developed with the understanding that students will first select one or more occupation and/or post-secondary institution in which they are interested and likely to enter, and conduct research into those, thereby completing an inquiry project. Some of the SLOs refer to “the occupation(s)” or “university or college”— that is the one that the student has selected.

Some SLOs require students to demonstrate an **awareness** of particular content, and some require students to demonstrate an **understanding** of particular content. “Demonstrate an *awareness* of . . .” is an entry-level SLO. It means that students need to become *aware* of the topic by exploring it. They do **not** need to have comprehensive conceptual understanding of the topic. Students should end up with enough awareness of the topic to know

- key information
- why it is interesting or relevant to them
- how to become better informed about it
- how it affects apprentices and journeypersons

“Demonstrate an *understanding* of . . .” is a higher-level term. Students need to have a deeper conceptual understanding of this topic than of those SLOs that begin with “Demonstrate an *awareness* of . . .” For a student to understand something, they need to be able to reflect on it, analyze it, and apply it in order to solve a problem.

Curricular Competencies

Manitoba Education and Early Childhood Learning is developing the *Framework for Learning* (see www.edu.gov.mb.ca/k12/cur/framework/index.html) that is inclusive of the four Kindergarten to Grade 12 programs offered in Manitoba: English Program, French Immersion Program, Français Program, and Senior Years Technology Education Program (see www.edu.gov.mb.ca/k12/cur/programs.html). Each program maintains the same solid foundation of goals, global competencies, learning experiences and assessment, and evaluation and reporting, as well as a consistent curriculum structure. This interim document, *Grade 12 Career Development: Transitioning to the Workplace, University, and College*, has been developed for implementation in classrooms, and its structure will be revised once the *Framework* is finalized.

Collaboration

Collaboration is essential for workers and post-secondary students to succeed, and is taught mainly in GLO 2.8 (collaborate with others). This curriculum emphasizes collaboration because workers and post-secondary students need to do the following:

- Establish and cultivate rapport with employers, instructors, co-workers, fellow students, and others.
- Study and work well as team members to learn and to accomplish tasks.
- Respect the opinions of others, including those from different cultures.

Communication

Communication is essential for workers to interact positively with co-workers, supervisors, customers, and so on in order for them to deliver important products and services. It is also central to university and college students as they interact positively with fellow students, instructors, and professors to clearly communicate what they are learning, in order to maximize their experience.

Communication is taught mainly in GLO 5.1 (cross-curricular knowledge and skills), and under GLO 2.7 (as one of the Government of Canada’s Skills for Success). This curriculum emphasizes communication because workers and post-secondary students do the following:

- Apply knowledge and skills from the language arts, such as speaking, listening, reading, and writing.
- Apply effective communication skills, both in person and using various technologies.
- Read, interpret, communicate, and apply information related to products, equipment, supplies, and so on.
- Identify relevant service information and apply that information to solve workplace problems.

Creativity

Creativity is taught mainly under GLO 2.7 (as one of the Government of Canada’s Skills for Success). This curriculum emphasizes creativity because workers and post-secondary students do the following:

- Take risks in expressing their curiosity and proposing new ideas, even if the feedback might be negative.
- Imagine, discuss, propose, and apply creative solutions to problems.
- Find new ways to communicate, solve problems, and organize work flow.

Connection to Self

Connection to self is addressed in GLO 2.1 (career planning), GLO 3.3 (scope of the occupation[s]), GLO 4.3 (ethics), and Big Idea 5 (education and training). This curriculum emphasizes connection to self because workers and post-secondary students will do the following:

- Learn about themselves, the occupation, and university and colleges well enough to make an informed decision regarding their futures.
- Be aware of their occupation’s contributions to human health and well-being.
- Be aware of ethical issues in the workplace, university, and college.
- Make ethical decisions.

Citizenship

Citizenship is essential for high school students to successfully transition to the workplace, university, and college because they need to understand and interact with people from cultures different from their own, and work toward a more sustainable world. Citizenship is taught under GLO 3.8 (sustainability practices), and GLO 2.8

(culture). This curriculum emphasizes citizenship because workers and post-secondary students do the following:

- Acknowledge and respect diverse cultures.
- Make the most of their workplace's culture to improve its working conditions.
- Understand the cultural perspectives surrounding the workplace, university, and college.
- Modify their organization's sustainability practices to minimize its impacts on the environment.

Critical Thinking

Workers and post-secondary students need to be able to think critically in order to solve complex problems whose solutions take several steps, and might need input from several people, as well as additional resources. It is taught under GLO 2.7, (where problem solving is one of the Government of Canada's Skills for Success), and under GLO 2.9 (thinking skills).

This curriculum emphasizes critical thinking because workers and post-secondary students

- are confronted by problems that are novel and complex, and are aware that the consequences of making a poor decision could significantly affect their lives, and the lives of others
- live in a rapidly changing world, where standard processes are no longer adequate, so they need to think critically in order to develop new processes
- need to learn to solve problems by focusing only on the facts, not allowing any biases to interfere with the process
- need to learn to solve complex problems that require additional assistance and resources, and multiple steps